College News

Vol. 8 No. 12 WELLESLEY, MASS., WEDNESDAY, JANUARY 20, 1909 Price 5 Cents

Prof. Kühnemann's Lecture

On Monday evening the members of the Deutscher Verein and their friends had the pleasure of hearing again Professor Kühnemann in the second of his lectures upon Schiller's dramas. His subject for the evening was "Wallenstein."

"Wallenstein," like "Don Carlos" marked the beginning of a period of activity, with this difference: "Wallenstein" was the firstling of his maturity.

Although his work upon the Thirty-years War supplied an exhaustive source for the historical character, the subject presented apparently insurmountable difficulties to dramatic treatment. The material was "heavy, inflexible and thankless." The incentive and climax were ethically wrong. The central figure himself could not be prescnted as a noble man. Above all, the action, though recent and historic, had been utterly without consequence. In spite of these obstacles, Schiller succeeded in delineating in Wallenstein a great human destiny, the contemplation of which staggers one. This figure he has developed with unassailable adherence to truth and at the same time he has succeeded in arousing sympathy for the hero and fear for ourselves.

In the drama itself one sees the central figure first objectively in the talk of the speaking types that make up the various troops, then through the Generals, lastly, subjectively, in his monologues and conversations. Professor Kühnemann emphasized the fact that each General was the concrete image of a single trait of Wallenstein's own character, and that this individualization of his characteristics rendered even his incipient traits easily perceptible when he himself appeared. His destruction was wrought by those very qualities that he had fostered. Butler's betrayal of him is but his betrayal of the King stripped of its dignity.

Professor Kühneman considered the main plot but the half of the drama: the concomitant half being that of Max and Tekla. They introduce youth, beauty, love and purity into the dark intrigues that surround them. They bring the poet's own judgment to bear upon Wallenstein's guilt. Her trust in her father destroyed, Tekla could no longer love him, and Max's repudiation of Wallenstein presents a noble man's active defiance of the wrong.

Professor Kühnemann then gave a rapid survey of the content of the "Tod." Exposition of the various intrigues makes up the first act. Octavio confides to Max Wallenstein's meditated treason in the second. Octavio receives his commission from Wallenstein and most of the troops in the third. Max forsakes Wallenstein and Tekla renounces Max in the fourth The fifth act deals with the plot against Wallenstein's life and his tragic lack of suspicion, which culminates in his portentious words "Ich denke einen langen Schlaf zu Thun." Throughout, the speaker showed how Wallenstein not only dominated the action of the drama, but how his decisions swayed the very consciences of all concerned.

Professor Kühnemann placed this drama midway between the fatalistic tragedies of the Greeks and the free-will heroes of Shakespeare. He showed further that in its simplicity it resembled the Greek, in its characterization, Shakespeare. And upon this union of the two methods, Schiller gave to Germany a theatre equal to any in Europe.

Professor Kühnemann then read the last nine scenes of the fifth act. His reading added new beauty to many familiar lines. Especially expressive was his rendering of those that most endear Wallenstein to his admirers as the expression of the best that was in the man when he speaks of Max's death:

"Die Blume ist hinweg aus meinem Leben,
Und kalt und farblos seh'ich's vor mir liegen.
Denn über alles Glück geht doch der Freund,
Der's fühlend erst erschafft, der's teilend mehrt."

Dr. Cole on the Intelligence of Raccoons

At the meeting of the Philosophy Club on Friday evening, Dr. Cole, of the Department of Psychology, lectured on some intensely interesting experiments which he performed to determine the intelligence of raccoons. Terence said "Nothing human is foreign to me." This might be altered to "Nothing animal is foreign to psychology."

Dr. Cole began by outlining Dr. Thorndike's position on the question of the intelligence of animals, which first moved him to try this series of experiments himself. Dr. Thorndike said.—animals have no images; cannot reason; do not learn by watching; have no discrimination; are perfectly mechanical. The dog's apparent recognition of his master he compares to a person striking out vigorously if thrown into the sea in a half awake condition. His conception of the intelligence of animals is nearly expressed by the man who described Emerson's philosophy as being "as nearly a vacuum as thought could pump out of itself."

Dr Thorndike's method of trial and error) was imitated exactly in these experiments, but the subjects were raccoons instead of cats. The experiments were designed to test the motor and sensory associations of the animals.

In the trials for the former the success was varying, but in time, however, all the raccoons learned to open a door with seven latches of different sorts, the limit for remembering, the process being about 147 days. Perhaps the most interesting experiment of this set was one in which a thumb latch was added after the simple fastenings had been mastered. The animals, instead of going through the series and ending with the thumb latch, always tried it after every one of the other fastenings, feeling evidently that the door's opening depended on the latch

Contrary to Dr. Thorndike's observation that animals possess merely motor associations, Dr. Cole quite conclusively proved that his raccoons had sensory associations also, of the auditory, visual and tactual varieties. For example, although when care was taken to guard against differences in intonation, Dr Cole was unable to get them to distinguish names or words, they could, nevertheless, distinguish between a high and a low note on a musical instrument. As for their visual associations, they were found to be expert muscle readers, and although they are nocturnal animals, could, nevertheless, distinguish colors. In the most difficult experiment of all, in which tumblers were covered with colored paper, and the animals had to pick out a fixed color as the one containing their food, they were after several trials successful. Although their color vision was defective, it was certainly not entirely lacking. Form association was comparatively easy for them, but they had almost no size discrimination.

In the box experiments already referred to under the motor group, the raccoons showed their ability to associate two acts, for when put into an entirely new box, they pulled immediately at the loop, which helped to open the door in both cases, without trying any other methods. After numerous experiments, they chose the boxes with the simpler latches and objected strenuously to entering those with six or seven. After nine months, the animals were tested again and while they repeated both motor and sensory tests, the motor association was evidently much stronger. They can, in contradiction to Dr. Thorndike's statement, form habits and learn by being "put through" although not by imitation. One of their curious instincts is their insatiable curiosity for dark places, and they handle with eagerness everything they wish to investigate.

Thus the very least that can be said is that raccoons possess both motor and sensory associations, and some of these are so complex they may possibly merit the name of reason.

College News

THE MAUGUS PRESS

Published weekly. Subscription price $1.00 a year in resident and non-resident.

All business correspondence should be addressed to Miss Anna Brown Business Manager, COLLEGE NEWS.

All subscriptions should be sent to Miss Sally King.

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"Entered as second class matter, November 12, 1903 at the Post Office at Wellesley, Mass., under the Act of Congress, March 3 1879."

EDITORIAL

As a college we should be especially interested in what promises to be one of the most important educational experiments of the day: Massachusetts College, which it is hoped will be established next September. The aim is to provide a practically free college education for boys and girls in this state. Massachusetts has, so far, no state college; and since a usual college education costs at least $1,600 (four years), such training has been beyond the reach of a large proportion of students. It is this that the proposed Massachusetts College will remedy. It will provide four years of advanced study, corresponding to that of any other endowed college, with the degree of Bachelor of Arts for the graduates, for $38.

The plans made for the new college are decidedly novel. There will be no buildings, and no one town has been chosen as a site. The exercises will be held at various widely distributed centers of population throughout the state, twenty-four of the larger towns being mentioned in the report; and for the lectures, rooms of existing high or normal school buildings will be utilized. The students will live at home; with centers over the whole state, practically every family will be within reach of the college. The faculty will consist of two divisions: a permanent staff, divided into several departments each of which will cover a geographical province of the state; and a staff of visiting lecturers, chosen from the seventeen Massachusetts colleges. The routine business at each center of instruction will be administered by resident teachers; then the lecturers will conduct exercises at all the centers within range of travel from the departmental city. By this arrangement the number of faculty will not be so large as would at first thought seem necessary. The standard of work will be kept up to that of the other colleges; the requirement for the degree being creditable completion of about forty-five hours of work, as it is reckoned here at Wellesley. Special students will also be accepted, and in this way the college will offer opportunities for advanced work on the part of teachers and people in business. The suggested curriculum for regular students includes English, ancient and modern languages, history, economics, government, sciences, and mathematics, with a subordinate group for the fine arts, ethics, philosophy, etc. The number of elective studies will of course be somewhat limited, owing to the added cost of instruction.

The plans have been worked out with no little care, and there seems little reason to doubt their successful working. The disadvantage which seems most apparent to members of an ordinary, old-fashioned college is the lack of a real college life, and the difficulty of developing that sort of college spirit which means so much to us here at Wellesley. This of course is unavoidable, and the offsetting advantage of reduced expense is after all the great thing to be accomplished. Moreover, it is possible that after two or three years at Massachusetts College many students will find it advantageous to enter the upper classes of the older established colleges and gain in this way a different training.

A petition for the charter of the new college will be presented before long to the General Court, and the work of organization will be begun as soon as the sum of one million dollars has been subscribed. The total sum needed is three million, which is to be raised by private subscription rather than through state aid. And it is very likely that by September 1, 1909, Massachusetts College will be an accomplished fact, in several places in the state, at least.

The casual reader of a college paper is likely to think of the advertisements as something like the dummy in a box of dominoes—used to fill up the chinks and make the news fit. But as it happens the paper depends for its financial maintenance on it advertisement and the advertisements do not come in, supposedly, as gift to a worthy cause but as investments which, if they are to be continued, must be profitable. In other words, if advertisers notice that they are not getting returns from the money spent on their advertisement in a college paper they are likely to take them out from that same paper Although our advertisements are not embellished with many pictures, and are couched soberly none the less the inducements which they offer to buyers are real and reliable And if the readers of the News would notice them and patronize the stores of the advertised goods, when they shop in Boston or Wellesley our financial basis would be more solid and business-like.

College Calendar

Wednesday, January 20, 4.20 p. m., in Billings Hall, Symphony lecture by Professor Macdougall.

Saturday, January 23, 3.20 p. m., in College Hall Chapel, address by Bishop Lawrence, "An Evening in the House of Lords."

7.30 p. m., Meeting of the Alliance Francais.

Sunday, January 24, 11 a. m. Services in Houghton Memorial Chapel. Sermon by Rev. O. P. Gifford, B. B., of Brookline

7 p. m., Vespers. Special music.

Monday, January 25, 7.30 p. m., in College Hall Chapel, address by Mrs. Florence Kelley, National Secretary of the Consumers' League.

College Notes

Bishop Lawrence in his address next Saturday will speak of the discussion in the House of Lords on the Old Age Pension Bill at which he was present.

Mrs. Edith Smith Davis, who spoke at Vespers last Sunday, is the superintendent of the World's Department of Scientific Temperance Instruction in public schools and colleges. She took a post-graduate course at Wellesley, 1879-80. Mrs. Davis spoke in Boston on January 19.

Red Cross stamps at a penny apiece are being sold now for the relief of the earthquake sufferers in Sicily. The loose change of the collection in chapel on Sunday is also to be sent to Italy.

An informal reception for Miss Paxson, was held in the Students' Parlor Saturday afternoon.

Thursday evening, January 14, a number of Wellesley girls gave "Mrs. Jarley's Waxworks," at the Dennison House. Dorothea Taussig represented Mrs. Jarley, and Alice Shaw, Little Nell. The wax figures were—Simple Simon, Minnie Muirhead; Buffalo Bill, Bertha Cotrell; Captain Kid, Norma Lieberman; May Queen, Harriet Stryker; Casabianca and the Bearded Lady, Caroline Vose; the Sleeping Beauty and the Prince, Harriet Stryker and Minnie Muirhead; Red Ridinghood, Dorothea Marston; the Two-headed Woman, Bertha Cotrell and Norma Lieberman.

A meeting of Scribblers was held Friday evening, January 15, in the Shakespeare House. Miss Ethel Ambler and Miss Emma Hawkridge read.

Members of the college will find interest in consulting the self-registering thermometer and barometer just outside the front door of College Hall. The curves on the sheets of these instruments show the temperature and air pressure for every day and hour of the week. Miss Mary E. Wood, 1909, a member of the class in Meteorology, has kindly undertaken to keep these instruments running, in the interest of many who like to have some definite knowledge of the weather.

Associate Professor Fisher, of the Department of Geology, will give a course of six popular lectures on Geography, arranged by the trustees of the Read Fund for the schools of Newton. The last of these lectures will take up the physical geography of southern New England, and the influence of geography on the settlement of the country.

The Department of Pedagogy has received, through the kindness of Associate Professor Alice Walton, a valuable gift of text books and educational reports, from the library of the late George A. Walton, distinguished for his educational services to the state of Massachusetts. A gift of text books has also been made to the Department of Pedagogy by Miss Edith S Tufts, Registrar of Wellesley College.

LOST—A large size note book, containing very valuable lecture notes. Will the finder please return *immediately* to room 418 College Hall?

"The Echoes of the New Ottoman Constitution"

Miss Caswell has recently received an interesting letter. The subject of the letter is the New Ottoman Constitution. It was written accompanying the booklet, the echoes of which [illegible] girl at Constantinople is a member of the Executive Committee of Reform and Progress. The young Turks are sending their daughters of all ages to the schools of the country in greater numbers than can be received for want of space. We are all interested in this movement and the articles in the booklet were written in the English classes of the American College for Girls, and are [illegible] In some of the papers the English is rather [illegible] and [illegible] spelled, but in others there is a great deal of [illegible] and a simple easy charm that makes the [illegible] in place of narration of current events.

There is one quotation from Grahame Harrison's "Constitutional Government," which expresses the [illegible] and happiness of the entire people over the recent [illegible] tion. The young American has told previously of the new constitution and the unbelievable freedom and [illegible] by saying "Two years ago when I was a preparatory student, we had to learn by heart in the English class Burke's beautiful poem of "Love of Country." In class I prayed fervently that my turn might pass over, because I was ashamed to recite it. How could I recite it? It was all against me. It did not apply to one who had no country to love. My native country is Constantinople, but they have now given me the right to love it. While now I have two, Burke's "Love of Country" is dearest to me. I can recite it with my full voice, it sounds so sweet."

This little booklet will be on sale at the book store and we are sure that all will be glad to read it, not only those interested in the new movement in Turkey, but those who have the welfare of the American college at heart.

Dr. Rogers' Lecture

On Tuesday and Wednesday evenings, January 12 and 13, Professor Robert William Rogers, of Drew Theological Seminary, Madison, New Jersey, gave two most interesting lectures on Babylonian Cosmologies and Babylonian Myths. Mr. Rogers is well-known to many students of Biblical History, through his exhaustive book on Babylonian and Assyrian History.

His first lecture, as the title suggests, concerned itself with the story of creation, common to almost every ancient nation, a story surrounded by myth and tradition of many years,—a composite, bearing traces of a long period of editing and compiling and a story distinctly Babylonian. Five chief myths comprise the whole Babylonian story of creation, the story of the birth of the gods, of Ea and Apsu, of the ancient dragons, of the actual creation, and of Marduk. Mr. Rogers gave a most graphic description, aided by many translations from the original tablets, of the great confusion of the creation story, the struggling gods of Cosmos and of Chaos, the conflict between Marduk and Tvamat and the final gruesome division of Tvamat's body—one-half forming the heaven, the other half the earth. The tablet containing the story of the creation of animals and vegetation has been lost, but the story of man's creation has been preserved. The Babylonian conception of the reason for man's creation was that he was brought into existence only to worship the gods.

Professor Rogers then showed the influence of the Babylonian myths upon the story in Genesis and compared the Babylonian creation concept with the Hebrew. Not only did he give many references in Genesis to the influence of these creation myths, but also instances of direct reference to them in Psalms in Job and in Amos. And in closing, Professor Rogers vigorously brought out, that however much Babylonian conceptions may have influenced Hebrew, they never reached the height, the ethical summit which the personal revelation of a superior God had made possible for the Hebrew conception of a diety.

Dr. Rogers' Second Lecture

Wednesday evening in Billings Hall, Dr. Rogers gave his second lecture, the subject of which was "Babylonian Myths and Epics." Dr. Rogers gave partial translations of several of the Babylonian myths, the most important of which was the story of Gilgimes. In this myth there was a story of the deluge, corresponding in many particulars to the Hebrew account of the flood as found in Genesis. It is undoubtedly true that the Israelites received the main points in their story from the Babylonian myth. The story of Adapa, another of the Babylonian myths, has many points in common with the story of Adam. In each story the hero is deprived of eternal life: Adam had had the privilege and lost it, Adapa had the food of life offered him, but refused to eat. So, said Dr. Rogers, we find some themes in Hebrew literature borrowed from the Babylonian, although they are few in comparison with the whole of the Hebrew writing; but those themes which are borrowed receive new significance under the touch of Israel's hand.

It is interesting to know that Dr. Rogers had heard from Rassam himself, the discoverer of the Babylonian tablets, the details of the excavations which were so successful. Rassam was excavating in a mound in Babylonia which was under the control of the French government. Objection was made when Rassam ignored the right of the French claims, but while the complaint was being sent by roundabout ways to the authorities in France and transmitted by them to England, Rassam continued to dig, and it was in this mound that the tremendously important library was unearthed, which contained various myths and the Babylonian story of the creation.

Different scholars have tried to find in these myths some definite theory of the universe. Professor Winkler offered the theory that the Babylonians conceived of the universe as divided into a heavenly and an earthly world, and each of these again divided into three parts. By this theory everything on earth has a corresponding place in heaven, and events on the earth are mere replicas of events occurring in heaven. Dr. Rogers himself, however, finds absolutely no evidence either in the Bible or in the Babylonian inscriptions of this theory. He believes most firmly that the origin of Israel's religion is to be sought in a personal revelation of God in history, not in the civilization of Babylon.

Christian Association

At the Christian Association meeting, held Thursday evening, January 14, Miss Ruth Paxson, one of the secretaries of the Student Volunteer Movement, spoke on the Missionary Obligation. Miss Paxson asked us to think whether the Gospel is a gift or a trust. If a gift it is right to keep it for ourselves, but if a trust there rests upon each one of us an obligation to do her share for the spreading of the Gospel.

Miss Paxson gave three answers to this question. First, from the very character and nature of the Gospel itself, which is summed up in the Christmas message of the second chapter of Luke: "There is born to you this day.....a Saviour who is Christ the Lord." It is the Gospel of revelation and salvation.

The next answer is in the mission of Jesus Christ who came "to save the world." His message of life is for the whole world and since this message has come to us first, it is for us to fulfil Christ's mission and extend His word.

The final answer is in our own hearts. When we read the words, "If I had not come," we realize our privilege, which by His coming has been given us. Those who can go to the missionary field are especially privileged and those who can not go can still fulfil their trust by prayer, without which the work can not go on; and by work in their churches and communities. We may test the reality of our acceptance of the trust by the passion in our hearts to make the Gospel known the world over.

Notice

Any Alumna who wishes to order a 1909 *Legenda* and has not already done so, may do so by filling out the following blank and returning it to Dorris S. Hough, 34 Beebe Hall, Wellesley, before January 23. Price $1.75, mailed to your address.

I wish to order.....cop of the 1909 Legenda.

Name .....

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Parliament of Fools

I.

She's the "who's who" of the college—
And she knows it's every star—
She's "awfully chummy" with the Dean
And with the Registrar.

She knows affairs at Agora
She's spotted Shakespeare, too
There's no use in your belonging
Just go talk to our "who's who."

She's wonderfully conversant
With the sharks of every class,—
With an intimate endearment
She accosts them as they pass.

Oh, I'm glad I'm not important—
Not a celebrite like you
'Cause it keeps me out the spot light
Of the well-informed "who's who."

II.

Noise—
What noise—
Awful noise!
Such outrageous and unmitigated noise!
'Tis a thing that gives us pain,
That doth paralyze the brain
Is there nothing that will rid us of this noise,
This distracting and unpardonable noise?
When you cannot even think,
And upon the dizzy brink
Of some suicidal course you madly poise,
While you hear your roommate vent her
Extra energy in center,
We can't blame you if you cry "Infernal noise!
Give me back the simple life with all its joys
On some desert isle, far from this beastly noise!"
Then as if not quite content,
Senseless and impertinent,
Comes another burst of soul-distracting noise
Such indelicate intrusion!
Satan's forces in collusion
Can't surpass this din tremendous
Which so sorely doth offend us.
Something really must be done about this noise.

Free Press

I.

Reserve shelf books always have been and always will be choice bits for Free Press discussion, but as they are the cause of perhaps the most nerve racking and torturesome anxiety that some of us have, we cannot help but feel that our concern in the question is most vital. This week's question on the Reserve Shelf Book subject is as follows: Is there no way of exterminating the individual who sweeps the reserve shelf clean at one sweep—presumably during the lunch hour—retires, perchance, to an out of the way alcove and reads all afternoon, while fidgeting hordes rush from seat to reserved shelf vainly wondering why *all* the books on the assigned topics are out? This may seem exaggerated but I have been an indignant eye witness to five reserve shelf books per one girl. Tradition, I believe, says that but one reserve shelf book should be removed at a time by each student,—this insatiable thirst for knowledge, more knowledge than anybody else— is making that tradition so weakened that it seems it were better supplanted by the law that demands.

II.

It's an absurdly small point, but—do you ever in the act of taking notes become completely paralyzed by the consciousness of your neighbor's eye perusing every word that flows from your pen? Haven't you been frozen completely into taking no notes whatever on an interesting recitation by the knowledge that neighbor's absorbed in a kindly interest in your opinions on the subject? Lecture notes,—or mere transcribing of the words that come floating out over one's head,—are more or less common property—but with some individuals I am sure, the appreciative notes of the leisurely recitations that one likes to sprinkle between the solid channels of somebody else's thoughts, distinctly personalize one's note book;—one is very sensitive to neighbor's stolid glare and to imagine thought of neighbor, as *"What* is she writing that for?" I wish neighbor were more delicate.

Mrs. Jarley's Waxworks

Just now when the joys of the Christmas vacation are fading away and mid-years are looming up ahead of us, everyone turns to the Barn as the best remedy for home-sickness and discouragement, and certainly no one went away from the Barn last Saturday night without feeling well repaid for going.

Mrs. Jarley's waxworks, although one may have seen them again and again, always impress us with their versatility, for they are always different and new. An unusually original and gifted group was seen Saturday night at the Barn. Queen Elizabeth and Sir Walter Raleigh were there in company with Lady Macbeth, Jack Sprat and his wife, William Tell and his son, besides a rag-doll, a Prima Donna and the ever-present Wellesley girl.

Ruth Stutson, as exhibitor was ably assisted by Grace and Disgrace, two maids who wound the figures up and set them going. As the curtain went up, the figures were ranged around the room, covered with sheets, and although they looked suspiciously like it, Miss Stutson assured us it was not to be a forensic burning.

First came the famous scene between Queen Elizabeth and Sir Walter Raleigh, when he sacrifices his beautiful coat (the original one) for her to pass dry shod over the muddy puddle. He never, for one moment, lost the daring and spirited look with which he flung down his coat for her royal feet to tread on.

The rag-doll was the most wonderful rag-doll "just like the kind mother used to make, only this was a most remarkable piece," for its back bone had been taken out, and it rolled and tumbled about in a most distracting way.

Next came Lady Macbeth with tragic air and blood-stained hand. But we were scarcely prepared for the impassioned voice with which she pronounced the words "out damned spot!"

Jack Sprat and his wife were most accomplished. They could not only walk and talk, but could sit down at a table and eat. Jack even seized and licked his plate in a most graceful manner.

The Prima Donna who came next was a wonderful piece of mechanism. She had a rich soprano voice, but it had long since developed into a baritone. We soon ceased to think about the quality of her voice, however, as soon as she began to sing and were completely carried away on the strains of "My Rosiary."

The French Doll or the "Adorable Isadora," simply took us all by storm with her wonderful interpretation of the "Blue Danube Waltz." She far exceeded our expectations and her grace and poise were wonderful.

The Wellesley girl was represented with safety-pin and petticoat showing, hair in puffs and ribbons. Even the green bag was not forgotten.

The last scene was William Tell and his son. With surest aim he shot the apple from his son's head and then embraced him with paternal love.

The whole performance was very creditable and thoroughly enjoyable, and a great deal of credit is due to the committee.

The cast of characters was as follows:

Exhibitor	Ruth Stutson
Queen Elizabeth	Ruth Hanford
Sir Walter	Emma Hawkridge
Rag-doll	Selma Smith
Lady Macbeth	Christine Myrick
Jack Sprat	Bessie Eskey
His wife	Paula Pardee
Prima Donna	Sarah Pinkham
Wellesley Girl	Mabel Dodd
William Tell	Emma Hawkridge
His Son	Ruth Hanford
Kate	Louise Ruddiman
Duplicate	Ethel Rhoades

The committee was: Alma Richter, (ch.) Lena Paul, Louise Ruddiman, Mary Bates, Alice Cumpson, Christine Myrick, Susan Newall, Katharine Clark.

After the waxworks, every one danced to music by a real orchestra.

Music Notes

Third and Last Artist Recital 1908-1909

THE HOFFMAN QUARTETTE

Mr. J. Hoffmann, First Violin — Mr. C. Barth, Violoncello
Mr. A. Bak, Second Violin — Mr. K. Rissland, Viola

PROGRAMME:

QUARTETTE in D Major — *Mozart*
Allegretto
Menuetto
Adagio
Allegro

QUARTETTE, Op. 10 in G Minor — *Debussy*
(two movements)
Andantino doucement expressif
Assez vif et bien rythmé

VIOLIN SOLO
Elégie — *R. de Boisdeffre*
Habanera (spanische Taenze, op. 21, No. 2) — *Sarasate*
Mr. Jacques Hoffmann

QUARTETTE in D Major — *A. Borodin*
Allegro moderato
Scherzo
Nocturno
Finale: Andante-vivace.

Student Recital

Tuesday January 19, 1909, at 4.20 P. M.

PROGRAMME

TWO PIANOS: Air de Ballet — *Massenet*
Miss Dorothy Hinds, 1909 and Mr. Hamilton

PIANO: Barcarolle in G minor — *Rubinstein*
Miss Elizabeth J. Kriebel, 1912
Berceuse — *Karganoff*
Miss Mary E. Hall, 1910.
Poem in C Sharp minor, after Heine — *MacDowell*
Miss Paula Pardee, 1909.

VOICE: The Violet — *Mozart*
Flower Song (Faust) — *Gounod*
Miss Ruth A. Howe, 1911.

PIANO: Concerto in A minor (first movement) — *Grieg*
Miss Mary T. Noss, 1909.
(with organ and second piano)

Theatre Notes

HOLLIS STREET THEATRE—Stevens in "The Devil."
MAJESTIC THEATRE—Marcelle.
COLONIAL THEATRE—Polly of the Circus.
PARK THEATRE—New Lady Bantock.
TREMONT THEATRE—Follies of 1908.

Biographical Sketch of the Composer of "Spring Night"

The following biographical sketch may interest those who heard the delightful song, "Spring Night," by Esterhazy-Rossi, which was sung by Miss Torrey at her recent recital in Billings Hall.

Countess Esterhazy-Rossi is a daughter of that famous Henriette Sonntag, the well-known prima donna of the last generation. Mlle. Sonntag retired from the stage in the midst of a brilliant career, on her marriage with Count Rossi, a distinguished Italian diplomat. Her daughter, the subject of the present sketch, married into the famous Esterhazy family of Hungary. The cares of a young family and the exacting social life which Countess Esterhazy led at the several European capitals as the wife of a diplomat, prevented for a time, the cultivation of the remarkable musical talents which she inherited from her mother. Latterly, however, her time has been spent either on the Count's Hungarian estates or in Vienna, and she has for some years devoted herself seriously to the study of music. She is the author of an opera, Tamano, which was produced last winter at Pressbourg, Hungary, where it was received with great enthusiasm, and it is understood that it will probably be given shortly in Vienna. She has also written several orchestral compositions and a number of songs both of which have been played and sung on gala occasions before the German and Austrian courts, and have been given frequently in the principal cities of Germany, Austria and Hungary. Countess Esterhazy takes great interest in the United States and its people and is especially desirous and anxious to have her compositions produced in this country.

Extracts From a Letter From Isabel Rawn

The box came before Christmas and gave an immense amount of pleasure. One girl with a very poor wardrobe was sent off happy to Atlanta, where she was to visit her little brother, proud in the recent possession of shirt waists, a silk scarf, shoes, and much else. Three sisters were given suits, grey, brown, and blue. And the two books you sent, I hear were read voraciously by the whole school by turns, throughout the entire vacation. Some of the articles which are left, will be sold to the mountain people who come down to sell eggs and meat and butter to us. Then we mean to take that money to buy some palms and ferns to make the parlors a little more habitable. As things are now, the two together contain but five chairs, one table, a few pictures, a fireplace (which makes up for a multitude of omissions) and a piano.

The money that you sent, I am mostly keeping to start a Wellesley scholarship for next year here. About ten dollars, however, I have spent for clothes, an incidental tuition fee of one small girl, and in helping things run smoothly generally. A great many girls of my class and others, are sending money and clothes. Including what I have saved from the sum the Christian Association sent, my scholarship fund has reached the great amount of thirty-two dollars.

Yours loyally,
ISABEL RAWN.

Fine Arts

Boston Art Club—Photo-Era Collection.
Boston City Club—Mr. Ruyl's Drawings.
Kimball's Gallery— Mr. Strachan's Watercolors.
Copley Gallery—Mr. Koapman's Pictures.
Haberstroh Studios—Del nero Bronzes.
Doll & Richards—Mr. Remington's Paintings.
Doll & Richards—Engravings by Nanteuil.
Arts and Crafts—Exhibition of Pottery.

Alumnae Notes

In addition to notes concerning graduates, the Alumnae column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Elizabeth F. Fisher, Associate Professor of Geology in Wellesley College, was made a fellow of the American Association for the Advancement of Science, at its recent meeting in Baltimore.

Mlle. Lydie Caron, formerly of the Department of French, is now head of a school at Pamiers, France, which is only ten miles from her own home.

Alumnae Notes—continued

Miss Elizabeth Fulton, 1905, is a student at the school of Philanthropy in New York. Miss Mary McIlvain, 1903, is also at the school.

Miss Isabel C. Brown, 1905, is teaching at Hitchcock Free Academy, Brimfield, Mass.

Miss Marguerite McIntosh, 1908, is teaching in the Portsmouth (N. H.) High School.

Miss Edna Hubley, 1908, is teaching first and second year students in the Mineola (L. I.) High School.

Miss Jeanette Cole Smith, formerly of 1908, will not return to college this year.

Miss Blanche H. Wells, 1902, was recently elected President of the College Women's Club of Minneapolis, which contains 150 members from a large number of colleges.

At the wedding of Lucile Drummond, 1908, the bridesmaids were Frida Semler and Helen Cummings, 1908; and Aph Phelps, Martha Cecil, Willye Anderson, and Elizabeth Dougherty, of the class of 1909.

Miss Elizabeth Lennox, 1904, and Miss Jane Lennox, 1904, sailed on the Canopic January 2 to spend the rest of the winter in Egypt and the Mediterranean.

Miss Eleanor Little, 1908, has been doing some work in connection with the House of Refuge at Media, Pa.

Miss Fannie Louise Eaton, 1907, is teaching in the Medway (Mass) High School.

Miss Jane Newell, 1907, is teaching in the Catherine Aiken School, Stamford, Conn.

Miss Mary Roberts, 1907, is teaching Physical Chemistry at Pratt Institute.

Miss Helen Curtis, 1908, is teaching Latin and Greek in the Drury High School, North Adams, Mass.

Miss Amy Gilbert, 1908, is principal's assistant in the Woonsocket (R. I.) Grammar School.

Miss Mary V. Little, 1903, is teaching English History in the Memphis (Tenn.) City School.

Miss Helen Farwell, 1908, is teaching in Forest Park University, St. Louis.

Miss Esther Abercrombie, 1907, is teaching German and History of Art in Mrs. Paul's school, Kent Place, Summit, N. J.

Miss Eleanor Fricke, 1907, is teaching English and History in St. Paul's School, Walla Walla, Washington.

Miss Marian Berry, 1907, is teaching English in Westerly, R. I.

Miss Sarah J. Woodward, 1905, is teaching in Miss Barstow's School, Kansas City, Mo.

Miss Clara Louise Alden, 1897, continues her graduate study at Chicago University.

Engagements

Miss Helen Thompson, 1908, to Mr. Herbert O. Shedd, of Waltham, Mass.

Miss Hattie La Pierre, 1908, to Mr. Truman D. Hayes, Worcester Polytechnic Institute, 1907, of Cambridge, Mass.

Miss Helen Dustin, 1907, to Mr. Robert M. Wadsworth, University of Michigan, 1906, of Cleveland, Ohio.

Miss Edith L. Whitney, 1908, to Mr. Oliver J. Schoonmaker, Harvard, 1906.

Miss Harriet Small, 1907, to Mr. Maurice I. Flagg, of Clinton, Mass.

Miss Louise Warner, 1907, to Mr. Theodore Sheldrake Bacon, Tufts 1907, of Waltham, Mass.

Marriages

CECIL—DRUMMOND. December 28, in Louisville, Kentucky, Miss Lucile Drummond, 1908, to Mr. Stuart R. Cecil.

Change of Address

Miss Mabel Sturgis, 1902, The Sulgrave, 571 W. 139th Street, New York City.